

Texas Education Agency Standard Application System (SAS)

2018–2020 School Transformation Fund - Implementation		
Program authority:	P.L. 107-110, ESEA of 1965, as amended by NCLB of 2001, Section 1003(g)	FOR TEA USE ONLY <small>Write NOGA ID here:</small>
Grant Period:	July 9, 2018 to July 31, 2020	
Application deadline:	5:00 p.m. Central Time, May 29, 2018	<small>Place date stamp here</small>
Submittal information:	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	<div style="border: 1px solid black; padding: 5px; transform: rotate(-90deg); transform-origin: center;"> RECEIVED TEA EDUCATION AGENCY MAY 29 AM 10:56 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div>
Contact information:	Doug Dawson: doug.dawson@tea.texas.gov ; (512) 463-2617	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
Fort Bend ISD	079-907	Early Literacy Center	-
Vendor ID #	ESC Region #		DUNS #
1746025253	4		073905135
Mailing address		City	State ZIP Code
16431 Lexington Blvd.		Sugar Land	TX 77479-

Primary Contact

First name	M.I.	Last name	Title
Diana		Sayavedra	Chief Academic Officer
Telephone #	Email address		FAX #
281-634-1025	Diana.Sayavedra@fortbendisd.com		-

Secondary Contact

First name	M.I.	Last name	Title
Amanda	I	Salazar	Grants Coordinator
Telephone #	Email address		FAX #
281-634-6507	Amanda.Salazar@fortbendisd.com		-

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Charles	E	Dupre	Superintendent of Schools
Telephone #	Email address		FAX #
281-634-1007	Charles.Dupres@fortbendisd.com		281-634-1700
Signature (blue ink preferred)			Date signed

5-25-18

Only the legally responsible party may sign this application.

Schedule #1—General Information

County-district number or vendor ID: 079-907

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

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On this date:

Via telephone/fax/email (circle as appropriate)

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 079-907

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

No program-related attachments are required for this grant.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 079-907

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that they will contract and work in good faith with the TEA vetted and matched school transformation partner and agency-provided technical assistance.
4.	The applicant provides assurance that they will identify a project manager to lead the partnership, restart, or redesign effort.
5.	The applicant provides assurance that they will provide access for onsite visits to the LEA and campus by TEA and its contractors.
6.	The applicant provides assurance that they will attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, and sharing of best practices through the TEA program office.
7.	For Partnership Implementation models (P2 Partnership and IMO Partnership), the applicant provides assurance that they will award a campus charter in alignment with S.B. 1882.
8.	For New School Implementation models (Reset and Fresh-Start) and Redesign , the applicant provides assurance that the necessary operational flexibility (such as staffing, calendars, time, and budgeting) will be provided to campus leadership and the school transformation partner to fully develop and implement a school transformation. For applicants implementing the District of Innovation (DOI) operational flexibility plan, this includes an assurance that exemptions received through the DOI innovation plan will be extended to the campus developing and implementing a school redesign plan.
9.	For Reset , the applicant provides assurance that the campus will have new school leadership and instructional staff.

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Schedule #4—Request for Amendment

County-district number or vendor ID: 079-907

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	<u>Indirect cost</u> (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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By TEA staff person:

Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 079-907

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 079-907	Amendment # (for amendments only):
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Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Fort Bend ISD seeks grant funding to support District efforts to implement a school transformation plan that will support and impact a feeder pattern that exhibits long-term trends of low performance. The Willowridge feeder pattern is one of the lowest performing feeder patterns in the district with five Focus or Priority campuses. The District is taking aggressive action to address needs and provide additional resources to support success and create better options for high-risk students.

The District is committed to developing a rigorous academic foundation, strong character, and the attributes of the Profile of a Graduate in each of our students—equipped with skills for life, servant leader, effective communicator, critical thinker, compassionate citizen, collaborative team member and lifelong learner. Learning to read equips students to pursue futures beyond what they can imagine. Because the most fundamental responsibility of schools is to teach children to read, the Fort Bend ISD Early Literacy Center will ensure students become proficient readers to set them up for success in school and their entire lives. The Center will provide organized, systematic, and well-designed literacy instruction to our most at-risk prekindergarten kindergarten and first grade students. Specifically, reading instruction will include components of the following:

- Direct teaching of decoding, comprehension, and literature appreciation;
- Phonemic Awareness;
- Systematic and explicit instruction in the code system of written English;
- Daily exposure to a variety of texts, as well as incentives for children to enjoy read independently and with others;
- Vocabulary instruction that includes a variety of complementary methods designed to explore the relationships among words and the relationships among word structure, origin, and meaning;
- Comprehension strategies that include prediction of outcomes, inferencing, summarizing, clarification, questioning, visualization; and
- Frequent writing of prose to enable a deeper understanding of what is read.

Because classroom instruction, more than any other factor, is critical to closing the reading achievement gap, it needs to be a primary focus for effecting change. Classroom teaching itself, when it includes a range of research-based components and practices can reduce the number of students experiencing reading difficulties. Although home factors do influence how well and how soon students read, quality classroom instruction that targets specific language and reading skills beginning in prekindergarten enhances students' reading success and assists in closing learning gaps at the earliest opportunity.

Therefore, key stakeholders considered many factors to ensure the development of the Early Literacy Center was scalable and sustainable. These factors include maximizing faculty and staff ratios to impact quality Tier 1 instruction and effectively meet student needs, as well as determining on-going job embedded professional learning associated with teaching students how to read and measuring program effectiveness.

The instructional design of the Early Literacy Center includes redesigning teacher and student support structures, master schedules, and professional learning time. Each kindergarten and first grade class will have **two certified teachers per twenty-four students**. This co-teach model allows for instructional flexibility when working with students and provides greater opportunities for on-going job embedded professional learning with a focus on literacy throughout tiered instruction. Scheduling flexibility ensures that the identified teacher and student needs are addressed immediately and consistent timely student support is provided to address gaps in understanding and ensure progress.

It is clear that students in high-risk populations have needs that can be addressed with interventions and evidence-based instructional strategies. When placed in schools with effective instructional leaders and well-prepared, well-supported teachers, all students, including students in vulnerable populations, can learn to read as well as their more advantaged peers. More importantly, students who lack the prerequisite awareness of sounds, symbols, and word meanings can overcome their initial disadvantage if teachers are intentional about incorporating critical language and reading skills into lessons. While parents, tutors, and the community can contribute to reading success, classroom instruction is the single most critical factor in reducing reading problems and must be the primary focus for change.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 079-907

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The Fort Bend ISD Early Literacy Center will also house the District's first Early Intervention Academy (RISE Model). The purpose of the Academy is to provide a comprehensive early intervention educational program for students with certain disabilities, ages three to six years, to prepare them for future access to educational curriculum and support in the least restrictive environment (LRE), transitioning to co-teach and inclusion.

The instructional program will support mastery of the TEKS in ELA, math, science, social studies, fine arts, health and PE, while offering innovative instructional programming such as arts integration –theater, action based learning labs, and STEM enrichment to include integrated learning experiences with coding and robotics. All classes will promote the development of student literacy skills through integration of authentic texts and emphasis on language development.

Leaders at the Early Literacy Center will collaborate with District leaders and the school community to design a comprehensive parent engagement strategy that seeks to develop parents as true partners in their student's education. Parent engagement at the ELC will prioritize a family literacy program that combines site based reading groups for children ages 2 – 4 along with resources and training to promote literacy development within the home and for younger children from birth. Additionally, wrap around services will support after school engagement, an evening snack, and health services through the design of a dedicated clinic to promote the health and well-being of students. Fidelity of the Instructional Model and consistent monitoring of programming at the Early Literacy Center are imperative. Therefore, as needs arise, district and campus instructional leaders will problem solve collaboratively to develop and implement solutions.

The District has six campuses identified as Focus or Priority schools per the 2017-18 federal identification list, with five of the Focus or Priority schools following the Willowridge High School feeder pattern. The Willowridge feeder pattern includes a total of eight campuses, meaning 63% (five) of the campuses within the feeder pattern are formally identified as high-need, and 63% (five) are on the PEG list. One (Ridgemont ES) is rated Improvement Required. The feeder pattern data shows consistent and declining percentages related to reading and writing skills based on trends from district benchmarks and state assessment data. In addition, the Willowridge feeder pattern has an 84% average of economically disadvantaged students, which is a staggering average considering that economically disadvantaged status has a significant impact on academic achievement. Early Literacy Center will restructure prekindergarten, kindergarten, and first grades at RME and RMECC. Second through fifth grades will remain at RME. RME was identified and prioritized as a redesign campus for second through fifth grades considering it had the longest history of Improvement Required status within the feeder pattern. Furthermore, as community interest is anticipated to increase, parents from other campuses within the feeder pattern, Briargate, Blue Ridge, Jones and Ridgeway, will have the option to transfer their kindergarten eligible student(s) to the ELC, space and instructional capacity permitting. District administration will develop a customized application process that aligns with District Policy, considering the innovative nature of the redesign plan.

Campus	Improvement Required (State Rating)	Priority (Federal Designation)	Focus (Federal Designation)	PEG (State Designation)
Blue Ridge ES	--	--	--	2018-19
Briargate ES	(formerly IR)	2017-18	--	2017-18 2018-19
Ridgeway ES	--	--	--	--
Ridgemont ES	2017-18	2017-18	--	2018-19
Jones ES	--	--	2017-18	2018-19
Christa McAuliffe MS	--	--	--	2018-19
Missouri City MS	--	--	2017-18	--
Willowridge HS	--	--	2017-18	2017-18

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On this date:

By TEA staff person:

Schedule #6—Program Budget Summary

County-district number or vendor ID: 079-907			Amendment # (for amendments only):		
Program authority: P.L. 107-110, ESEA of 1965, as amended by NCLB of 2001, Section 1003(g)					
Grant period: July 9, 2018 to July 31, 2020			Fund code: 211		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$447,707	\$	\$447,707
Schedule #8	Professional and Contracted Services (6200)	6200	\$179,350	\$	\$179,350
Schedule #9	Supplies and Materials (6300)	6300	\$105,543	\$	\$105,543
Schedule #10	Other Operating Costs (6400)	6400	\$37,400	\$	\$37,400
Schedule #11	Capital Outlay (6600)	6600	\$0	\$	\$0
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Total direct costs:			\$770,000	\$0	\$770,000
4.918% <u>indirect costs</u> (see note):			N/A	\$30,000	\$30,000
Grand total of budgeted costs (add all entries in each column):			\$770,000	\$30,000	\$800,000

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #7—Payroll Costs (6100)				
County-district number or vendor ID: 079-907			Amendment # (for amendments only):	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher	3		\$217,290
2	Educational aide (funded by school district)			\$
3	Tutor			\$
Program Management and Administration				
4	Project director (funded by school district)			\$
5	Project coordinator (funded by school district)			\$
6	Teacher facilitator			\$
7	Teacher supervisor			\$
8	Secretary/administrative assistant (funded by school district)			\$
9	Data entry clerk			\$
10	Grant accountant/bookkeeper			\$
11	Evaluator/evaluation specialist (funded by school district)			\$
Auxiliary				
12	Counselor			\$
13	Social worker	1		\$76,265
14	Community liaison/parent coordinator (funded by school district)			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)				
15				
16				
17				
18				
19				
20				
Other Employee Positions				
21	Instructional Coach	1		\$78,002
22				\$
23				\$
24	Subtotal employee costs:			\$
Substitute, Extra-Duty Pay, Benefits Costs				
25	6112	Substitute pay		\$
26	6119	Professional staff extra-duty pay		\$
27	6121	Support staff extra-duty pay		\$1,550
28	6140	Employee benefits		\$74,600
29	61XX	Tuition remission (IHEs only)		\$
30	Subtotal substitute, extra-duty, benefits costs			\$76,150
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$447,707

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 079-907		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Matched School Transformation Partner (See Program Guidelines and Program-Specific Instructions)	\$160,000
2	Training and Coaching for implementing instructional strategies, assessing student progress and learning how to differentiate instruction	\$18,850
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$178,850
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$500
(Sum of lines a, b, and c) Grand total		\$179,350

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 079-907		Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$105,543
Grand total:		\$105,543

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 079-907		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$34,500
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$
6411/ 6419	Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and grantee must keep out-of-state travel documentation locally.	\$2,400
64XX	Hosting conferences for non-employees. Must be allowable per Program Guidelines, and grantee must keep documentation locally.	\$
Subtotal other operating costs requiring specific approval:		\$36,900
Remaining 6400—Other operating costs that do not require specific approval:		\$500
Grand total:		\$37,400

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 079-907			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment, furniture, or vehicles				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 079-907 Amendment # (for amendments only):

Part 1: Student/Teacher Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	576	90.6%	Based on RME 16-17 TAPR; subject to change
Limited English proficient (LEP)	316	49.7%	Based on RME 16-17 TAPR; subject to change
Disciplinary placements	1	0.1%	Based on RME 16-17 TAPR; subject to change
Attendance rate	NA	95.9%	Based on RME 16-17 TAPR; subject to change
Annual dropout rate (Gr 9-12)	NA	NA	NA
Teacher Category	Teacher Number	Teacher Percentage	Comment
1-5 Years Exp.	13	28.7%	Based on RME 16-17 TAPR; subject to change
6-10 Years Exp.	12	26.5%	Based on RME 16-17 TAPR; subject to change
11-20 Years Exp.	10	22.6%	Based on RME 16-17 TAPR; subject to change
20+ Years Exp.	4	9%	Based on RME 16-17 TAPR; subject to change
No degree	1	2.3%	Based on RME 16-17 TAPR; subject to change
Bachelor's Degree	26	57.8%	Based on RME 16-17 TAPR; subject to change
Master's Degree	16	35.5%	Based on RME 16-17 TAPR; subject to change
Doctorate	2	4.5%	Based on RME 16-17 TAPR; subject to change

Part 2: Students/Teachers To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type: Public Open-Enrollment Charter Private Nonprofit Private For Profit Public Institution

Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
260	144	96												500

Teachers

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
14	12	8												34

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Schedule #13—Needs Assessment

County-district number or vendor ID: 079-907

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

An early literacy development research study published by the American Medical Association in January 2018, indicated students who participated in an intensive childhood education program from preschool to third grade were more likely to achieve an academic degree beyond high school, compared to a similar group that received other intervention services as children, with greater benefits for those whose mothers were high school dropouts. The study followed the 30-year progress of 989 children who attended the Child-Parent Centers (CPC) program in inner-city Chicago as preschoolers. The preschoolers were exposed to intensive instruction in reading and math, combined with frequent educational field trips, from pre-kindergarten through third grade, as well as provided support to parents with job and parenting skills training, educational classes and social services, and encouraged volunteerism in classrooms, assistance with field trips, and participation in parenting support groups. (Reynolds, Ou, Temple, 2018).

Multiple data sources—demographic statistics, stakeholder input, district/state assessment data, campus improvement plans, and research were used to guide preliminary decision-making about school redesign options. After careful review of all pertinent data and strategic planning with stakeholders and community members, Fort Bend ISD will launch the District's first Early Literacy Center within the Willowridge High School feeder pattern to impact performance for the entire feeder pattern.

STAAR Reading Performance:

School	2014	2015	2016	2017
3rd Grade				
Blue Ridge	67%	60%	50%	57%
Briargate	50%	50%	48%	48%
Ridgegate	76%	79%	70%	58%
Ridgemont	40%	43%	49%	59%
Jones	56%	54%	61%	65%
4th Grade				
Blue Ridge	57%	76%	79%	40%
Briargate	60%	47%	44%	49%
Ridgegate	61%	67%	78%	53%
Ridgemont	53%	47%	49%	49%
Jones	64%	63%	73%	50%
5th Grade				
Blue Ridge	69%	66%	66%	71%
Briargate	60%	57%	40%	35%
Ridgegate	79%	69%	65%	70%
Ridgemont	68%	39%	42%	40%
Jones	58%	62%	58%	57%
McAuliffe Middle School				
6th Grade	N/A	55%	53%	46%
7th Grade	68%	57%	56%	58%
8th Grade	71%	59%	68%	60%
Missouri City Middle School				
6th Grade	69%	62%	49%	59%
7th Grade	72%	59%	62%	59%
8th Grade	76%	67%	75%	71%
Willowridge High School				
English I		42%	45%	46%
English II		42%	39%	50%

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 079-907

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Lack of high-quality programming available for early childhood population	Create equitable access and exposure to high-quality early literacy programming for 3-year olds through 1 st grade students within the Willowridge feeder pattern by increasing the capacity of teachers and leaders, closing gaps and disrupting patterns.
2.	Student progress and achievement gap	District statistics show a tremendous achievement gap and lack of student progress that carry through the entire feeder pattern, elementary through high school, specifically in literacy. By providing instruction and interventions to the early childhood population, these children will build a stronger academic foundation to be successful as they are promoted from year to year.
3.	Culture and climate of campus	The District is striving to increase the capacity of teachers and access to engaging resources necessary to provide high-quality literacy instruction in order to close achievement gaps at the earliest point possible. Simultaneously the District intends to increase the capacity of families to develop school readiness skills in students at the earliest ages prior to arrival in school.
4.	Support for family engagement and participation to promote literacy and school readiness skills	The District is building capacity with parents to directly support literacy, behavioral support and social emotional attributes at home and school. The district seeks to further engage parents as decision-makers and to ensure they have an understanding of the curriculum and instruction offered to their children.
5.	Behavioral and disability support for campus staff and parents	Increase capacity and support for campus staff and parents to implement evidence-based strategies at home and school to support positive student behaviors. It is our goal to maximize quality inclusion and to intervene at the earliest stages possible.

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Schedule #14—Management Plan

County-district number or vendor ID: 079-907

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Academic Affairs Division – Chief Academic Officer, Exec. Directors of Teaching & Learning, Special Ed., Transformational Learning and Accountability & Assessment	The Academic Affairs division will provide program oversight and guidance for the Early Literacy Center. Program oversight including grant coordination will be provided by the Chief Academic Officer who will supervise the Instructional Officer in an effort to align instructional and operational support for the success of the Early Literacy Center. Leadership supports and project management will be provided by the Executive Directors of Special Education, Teaching and Learning, Transformational Learning and Accountability & Assessment to ensure a focus on the Early Intervention Academy programs and the implementation of the Balanced Literacy instructional framework. Identified leaders have proven experiences related to supporting campus administration, instructional program implementation, and teacher development to increase student outcomes. Certifications include: Principal, Supervisor, Superintendent, SPED, ESL, and Content Specific
2.	Instructional Officer – Early Literacy Center	Qualified candidate will be a proven leader that provides program oversight and management of the Early Literacy Center to include but not limited to staff management, budget oversight, program implementation and modification, and community engagement. Prior experience in early childhood program management and instruction, valid mid-management/principal certification, Master's degree required; EC-6 certification preferred.
3.	Dean – Early Literacy Center	Qualified candidate will provide first-level leadership at the Early Literacy Center. The candidate will provide assistance with management and implementation of the program to include but not limited to the establishment of systematic identification of intervention and enrichment needs. Prior experience in a early childhood program setting and Bachelor's required/Master's preferred; EC-6 certification preferred.
4.	Supervisor – Early Intervention Special Education Academy	Qualified candidate will provide supervision to the Early Intervention Special Education Academy. The candidate will provide assistance with program management to include but not limited to program design, modification, and evaluation to positively impact the developmental needs of identified students. Prior experience in a early childhood program setting; Bachelor's required/Master's preferred; Special Education EC-12 certification preferred.
5.	Instructional Coaches	Qualified candidates will support program development and facilitation based on their specialization – literacy, math, science, or special education. Candidates primary role will be to build capacity in classroom teachers and strengthen specialized instructional capacity through the coaching model. Prior instructional experience in content area, valid Texas teacher certification, Bachelor's required/Master's preferred; Elementary Certification required.
6.	Intervention Teachers	Qualified candidates will provide Tier II and Tier III instructional support based on their specialization – literacy, math, science, and special education to students based on data identified need. Candidates will attend PLC meetings to assist in the design of instructional interventions. Prior instructional experience in content area, valid Texas teacher certification; Bachelor's required/Master's preferred; EC-6 certification, or Speech Language Pathology certification is preferred depending on intervention content area.
7.	Professional Learning Partner: Teaching Learning Alliance(TLA)	The Teaching Learning Alliance(TLA) is the identified Professional Learning Partner with Fort Bend ISD. This collaboration represents a comprehensive approach to improving Literacy through the implementation of the written curriculum using the Balanced Literacy instructional approach. TLA will partner with the Instructional Officer and Teaching and Learning to develop a comprehensive and job embedded professional learning model that seeks to build capacity in ELC leaders, teachers, and families. This multi-year partnership has prioritized the development of the ELC as a lab school to institutionalize effective literacy practices in order to ensure positive student outcomes.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 079-907 Amendment # (for amendments only):

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Create equitable access to early literacy & intervention programming for the targeted high-need area	1. Hire high-quality staff for new positions	05/01/2018	07/15/2018
		2. Develop communication & marketing strategy to create awareness & interest within the target area	05/01/2018	07/15/2018
		3. Design structures/systems to support implementation plan of ELC programs	06/15/2018	07/15/2018
		4. Observe & evaluate program goals in collaboration with district and community stakeholders	Annually	Annually
2.	Implement ELC marketing plan to support enrollment of target students	1. Begin to advertise program to community	07/15/2018	09/01/2018
		2. Recruit and enroll targeted students	07/15/2018	09/01/2018
		3. Assess enrollment and participation barriers	09/15/2018	Ongoing
		4. Collect & analyze enrollment data periodically	12/01/2018	07/31/2020
3.	Improve student achievement and student progress	1. Collaborate with campus to assess academic needs	09/01/2018	07/31/2020
		2. Utilize data to address student needs	09/15/2018	07/31/2020
		3. Monitor student progress per grading period	09/15/2018	07/31/2020
		4. Evaluate student informative data	10/01/2018	07/31/2020
		5. Communicate student progress with parents	10/15/2018	07/31/2020
4.	Provide high-quality interventions for literacy, math, speech, etc.	1. Provide explicit and systematic instruction.	08/15/18	Ongoing
		2. Provide differentiated instruction based on formative assessment; tailor instruction to meet student needs	08/31/18	Ongoing
		3. Apply current Responsive Instruction process to monitor progress of identified students	08/31/18	Ongoing
		4. Monitor student progress & evaluate success of identified interventions	08/31/18	Ongoing
		5. Evaluate the fidelity of implementation of formal intervention programs resulting in student growth	Quarterly	Quarterly
5.	Improve culture & climate	1. Engage the Community – develop a Family Engagement Council to promote shared decision making and collaboration	03/15/18	Ongoing
		2. Cultivate a growth mindset for teachers, students, & community members	06/05/18	06/01/2020
		3. Embed PLCs & program support for staff & engage students in age-appropriate leadership activities	07/16/18	06/01/2020
		4. Use surveys to evaluate culture/climate perception	Annually	Annually
		5. Monitor teacher retention & evaluate growth	Annually	Annually
6.	Provide support for family engagement strategies & increase participation	1. Develop & implement strategy to engage families	07/15/2018	Ongoing
		2. Assess needs of parents & working families	08/01/2018	Ongoing
		3. Develop & implement family engagement plan	08/15/2018	07/31/2020
		4. Host family engagement events/activities	10/01/2018	07/31/2020
		5. Evaluate families' satisfaction of outreach & events	10/01/2018	07/31/2020
7.	Provide behavioral & disability support strategies for campus staff & parents	1. Identify students that need additional support & engage their teachers & parents	08/15/2018	Ongoing
		2. Provide behavior & social-emotional training to staff	08/15/2018	Annually & as needed
		3. Provide strategies to be used at home by families	08/15/2018	Ongoing
		4. Evaluate student behavioral outcomes periodically	10/01/2018	07/31/2019

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 079-907

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Fort Bend ISD is committed to developing a rigorous academic foundation, strong character, and the attributes of the Profile of a Graduate in each of our students—equipped with skills for life, servant leader, effective communicator, critical thinker, compassionate citizen, collaborative team member and lifelong learner.

Fort Bend ISD engages in a strategic planning process to align campus, District, and Board goals with the District's mission to inspire and equip all students to futures beyond what they can imagine. District and Campus Improvement Plan performance objectives are designed based on a comprehensive needs assessment each year. These performance objectives align directly to District goals and address campus based data identified needs. A quarterly review process is used which allows for adjustments to the strategies to ensure continued progress and achievement of intended outcomes. District, department/campus, and individual job role goal reviews are in place to ensure timely communication related to goal adjustments and progress.

The chart below details critical program objectives and expected outcomes which will be addressed in the development of the Campus Improvement Plan for the ELC.

Program Objectives	Expected Outcome	Progress Evaluation	Timeline
Student Centered Instruction	Provide all students access to the written curriculum using a tiered instructional approach that includes formative assessment with a student to teacher ratio of 2 teachers to 24 students in Kindergarten and First Grade	CST walkthroughs & Guided Observations	Monthly
High-quality interventions	Address student academic and behavior needs	Monitor student growth on identified learning objectives	Ongoing
Inclusive Practices	Utilize the co-teach model to provide quality instruction, intervention, and enrichment for all students	Co-teach Fidelity walkthroughs	Monthly
Increase Family and Community Engagement	Develop a partnership with the community to support campus goals and student success	Focus Group feedback & annual survey's	Ongoing
Campus Culture & Climate	Establish a growth mindset that promotes Literacy development & a culture of learning	Campus Climate Survey	Annual

The Instructional Officer will collaborate with campus leaders, community members, and central office support staff to design a long term campus strategic plan and yearly campus improvement plan to identify, monitor, and track progress towards expected outcomes.

Monthly leadership team meetings, Family Engagement Council meetings, combined with family engagement events will serve as the platform for communication of ELC goals, objectives, and strategies. A cycle of data review will inform progress and ensure leaders are engaged in the re-design or adjustment of objectives and goals as needed. Finally, the timeline listed above will ensure a systematic and continuous cycle of improvement.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 079-907

Amendment # (for amendments only):

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Fort Bend ISD is committed to the long term sustainability of the Early Literacy Center. The project's focus is to develop literacy skills in students so that they are equipped for long term educational success. The Teaching and Learning Division is refining the K – 12 Literacy plan that outlines a philosophy of literacy and a comprehensive professional learning plan to support building capacity in all teachers. Program goals at the Early Literacy Center align to the philosophy and instructional approach. The Academic Affairs team will coordinate professional learning in conjunction with our identified professional learning partner(TLA) to ensure teachers are supported in development and delivery of high quality literacy instruction.

The following components are essential to ensuring long term sustainability through educator and community commitment to the program:

- **Collaborative Leadership Culture:** The Instructional Officer and campus leaders are engaging teachers, staff, and community members in planning related to the launch of the Early Literacy Center. Development of a shared vision and ongoing input from these participants is critical to the success. By providing opportunities to design, develop, implement, and refine both instructional and operational structures, the leadership team will garner buy in and investment related to project goals.
- **Leadership Development:** FORT BEND ISD's leadership development strategy supports the campus and teacher leaders at the ELC through a comprehensive onboarding process, ongoing professional learning, and a mentorship program that provides in time learning/support to ensure success. In addition to face to face learning, Campus Support Team walkthroughs, guided classroom observations, and school site visits will promote ongoing learning related to Early Literacy.
- **Teacher Capacity Building:** The ELC master schedule will provide dedicated time for teacher learning in addition to required professional planning time. These weekly learning labs will serve as the venue for initial and ongoing job embedded professional learning to support building capacity in classroom teachers. Additionally, three dedicated instructional coaches will model, facilitate a guided observation process, and provide feedback utilizing the coaching cycle and partnership agreements to assist teachers in reaching professional goals and improving instruction.
- **Program Evaluation:** A program evaluation process will include a timeline, identified program milestones, data review and findings, along with a plan to support an ongoing cycle of improvement.

Once the grant ends, this Early Literacy Center will work in conjunction with Teaching and Learning Division to serve as a lab school for future job embedded professional learning efforts for FORT BEND ISD teachers to participate in guided observations in order to grow and develop their professional practice.

Finally, Fort Bend ISD plans to continue the ELC in the Willowridge Feeder pattern and use lessons learned to refine and expand the concept of an Early Literacy Center to other identified feeder patterns. In order to maximize opportunities for students FORT BEND ISD is working to secure/encumber funding through these strategies:

- Reallocation of existing staffing FTE's
- Appropriate and strategic use of federal funds
- Exploration of tuition based full day Pre-K options for non- qualifying students across FORT BEND ISD
- Establishing or prioritizing allocations from community partnerships and private donations

These funding strategies will ensure that our most at risk students have access to the highest quality of instruction.

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Schedule #15—Project Evaluation			
County-district number or vendor ID: 079-907		Amendment # (for amendments only):	
Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Community Engagement Strategy Fidelity – ensure Family Literacy Council is established and collaborative structures are in place	1.	Parent Involvement—4 classes per week
		2.	Family Literacy Council recommendations/input
		3.	Family Engagement events, Community Outreach opportunities, Family Literacy Supports
2.	Campus Support Team Walkthroughs – evaluate quality of Literacy Instruction	1.	Balanced Literacy implementation evident in all classrooms
		2.	Co – Teach model implementation
		3.	Student Centered Instruction/ Assessment Components evidence or improving with each walk
3.	Job Professional Learning Effectiveness – walkthroughs, PLC attendance, guided observations	1.	Evidence of applied learning in PLC planning, administrative feedback, and implementation
		2.	Evidence and debriefing of Campus Walkthroughs
		3.	Evidence in student work and engagement
4.	Formative Data Review – Ren 360, Learning Assessments, Intervention Models (evaluate student growth	1.	Student Growth evident in formative and summative data
		2.	Instructional adjustments include advance supports
		3.	Student goal setting
5.	Analysis of student discipline data	1.	PEIMS Reports
		2.	OnDataSuite Reports
		3.	Weekly review by Student Affairs
6.	Analysis of student enrollment and attendance quarterly	1.	OnDataSuite monthly reports
		2.	Social Worker interactions with families—logs, communications support resources in place
		3.	Percentage of targeted student population served
7.	Program Delivery – compliance ELL, SPED, Rti	1.	Student Support Team process implemented with fidelity
		2.	Individual student plans
		3.	Evidence in student work, progress reports, etc.
8.	Annual staff and community surveys	1.	Family Engagement & Community Partnerships
		2.	Percentage of staff/community that responds with positive feedback related to ELC programming
		3.	Workplace Engagement
9.			
10.			

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Schedule #15—Project Evaluation

County-district number or vendor ID: 079-907

Amendment # (for amendments only):

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Fort Bend ISD is committed to developing a rigorous academic foundation, strong character, and the attributes of the Profile of a Graduate in each of our students.

Program evaluation assists administrators directly responsible for implementing programs by assessing the extent to which programs meet the established goals. Effective program evaluation engages stakeholders and implementers to measure outcomes, impact, and outputs as they relate to program goals.

As per the guidelines set forth in the Fort Bend ISD Program Evaluation Guidebook, the Early Literacy Center program evaluation report includes the following components:

- A description of the program, including the purpose and goals of the program;
- The purpose of the evaluation, including the type of evaluation;
- The program evaluation questions, methodology, and results;
- A cost/benefit and risk analysis;
- An analysis of the impact on student achievement;
- Analysis and relationship as to how they relate to any possible duplicative programs that have already been evaluated; and
- A summary of the key findings and recommendations.

Preliminary Evaluation Metrics for the Early Literacy Center will include, but are not limited to data collection of:

I. Student Access and Progress Measures

Evaluate the degree to which instruction and/or intervention are meeting students needs using data to identify the level of student growth.

- Enrollment and attendance data
- Progress Monitoring using Renaissance 360 at Beginning of Year (BOY), Middle of Year (MOY), End of Year (EOY)
- Percentage of students reading on grade level

II. Staffing Model Alignment

Monitor and provide feedback on the degree to which teacher and student support roles are utilized to meet teacher/student needs. (ie. Instructional Coaches, Interventionist)

- Percent alignment for teacher capacity job roles
- Percent alignment for student support job roles

III. Instructional Model Implementation

Evaluate the fidelity of implementation of instructional priorities.

- Campus Support Team – Alignment to Curriculum, Rigor, Instructional Model
- Balanced Literacy Campus Walks
- Co-Teach model evaluation
- PBIS implementation metrics

IV. Parent Engagement System Evaluation

Evaluate the level of parent/family engagement and the number and impact of opportunities provided to support family literacy.

- Parent Engagement Survey
- Parent Engagement Services Evaluation
- Student Progress – Family Engagement Activities

Ongoing monitoring and communication will be key to identifying and correcting problems that may arise throughout the program. The Instructional Officer will be the liaison and point of contact for the Early Literacy Center, in regards to monitoring, for the parents and stakeholders. District/campus leadership will meet routinely to discuss the progress and problem resolutions, as needed, while also participating in monthly campus walkthroughs and classroom observations.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 079-907

Amendment # (for amendments only):

Statutory Requirement 1a: Describe how the applicant will carry out its school support and improvement activities. Depending on if the campus is identified as a 2017–2018 Priority School or a 2017–2018 Focus School, describe how the applicant will develop a school improvement plan for the Priority School, or support the Focus School with the development and implementation of a targeted school improvement plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As part of the Fort Bend ISD's commitment to the development and success of each student, when a campus is designated as Improvement Required/Priority/Focus by TEA, the District launches a multi-level, interdisciplinary leadership team that includes representatives from Academic Affairs (Teaching and Learning, Accountability and Assessment/State and Federal Programs, Transformational Learning, and Special Programs), the Department of School Leadership and campus stakeholders to include the principal, instructional coaches, teacher leaders, parents/guardians and community representatives.

Oversight occurs through the Superintendent and Board of Trustees focused on achieving student-centered annual goals. The goals are designed to accomplish student benefits related to the Profile of a Graduate and to direct our efforts in curriculum, instruction, assessment, innovation and transformation. As a part of the district vision, the Board developed and approved the Profile of a Graduate in January, 2017, outlining and defining seven key attributes we are striving to develop in all students. The Profile was rolled out to all stakeholder in 2017-18 and two of the seven attributes were incorporated into the curriculum at all levels. In 2018-2019, the district will implement the first two attributes and build out the next set of attributes. The intervention plan are presented to the Board of Trustees as well.

The campus and district stakeholders work together to engage in a review of multiple measures of data for the campus and its community, student groups, instructional approaches, social emotional attributes and learning behaviors to find connections in the data that lead to the underlying causes impacting the performance data and to establish patterns and trends we need to disrupt in order to increase student engagement and learning. After problem areas and root causes are identified, the team develops the objectives and high yield strategies tied to the district goals, specific to the highest priority campus/student needs.

This team of stakeholders then meets at least monthly to review data and assess progress, so that any barriers or sticking points to progress can be disrupted and removed at the earliest point possible. Depending on the nature of the problems to disrupt, additional resources are put in place to support the campus in achieving increased performance.

Examples of our collaborative efforts include:

1. Accountability, Assessment & State/Federal Programs Division supports by analyzing and presenting data while developing the capacity of the campus leadership to assess and utilize data as a part of the ongoing planning, implementation and evaluation cycle.
2. Teaching & Learning looks for any patterns/trends that may be indicative of a curriculum or an instructional issue and helps design professional development, edit curriculum, vet and select instructional resources, conduct in class coaching support, develop campus instructional coaches and teacher leaders, etc. to disrupt the immediate problem areas and to increase ongoing capacity in tier 1 instruction to ensure student engagement and ownership of learning.
3. Academic Affairs and Department of School Leadership launch Campus Walkthrough Teams who work side-by-side with campus leadership and teacher leaders to monitor and give feedback on the implementation of the curriculum and professional development on the level of student engagement and performance. Teams debrief immediately after the walks and set short-term improvement targets, including identifying in additional support needed from district leadership and use of their campus leadership resources to focus efforts within the campus. Campus leadership and teachers have the opportunity to request direct and efficient support. Our goal is to see that students are understanding the Learning Intentions, Success Criteria and are actively engaged in asking questions, dialogue about the learning concepts and demonstration of their knowledge and skills in a way that students can self and peer assess their learning and teachers can immediately see what a student understands and can apply from their learning and teachers can intervene where students do not understand, at the earliest point possible.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 079-907	Amendment # (for amendments only):
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Statutory Requirement 1b: Describe how the applicant will monitor schools receiving Title I, Part A funds, including how the district will monitor school improvement plans upon submission and implementation and how the applicant will implement additional action following unsuccessful implementation of such plan after a number of years determined by the district. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Fort Bend ISD currently has 24 campuses that benefit from Title I, Part A funds. As part of compliance and monitoring, thorough and ongoing Campus and District Improvement Planning process exists to work directly with campus leadership in developing capacity for writing a focused, purposeful Comprehensive Needs Assessment (CNA) in collaboration with campus stakeholders, based upon multiple measures of data. The CNA process starts in late April/early May of each year and is led by the Division of Accountability and Assessment through leadership labs that teach leaders how to connect and analyze data, develop problem statements and assess root causes. Through the Campus Improvement Planning process, learning labs occur to prioritize objectives and to generate, implement and monitor high yield strategies for improvement. The Performance Objectives and Strategies become a part of the Campus Improvement Plan and Turnaround Plan, so there are not competing priorities—the two become one, with 3-5 priority, high leverage objectives that focus the campus efforts and resources.

The Accountability, Assessment & State/Federal Programs Division provides exemplars, planning resources such as a handbook and learning labs to support the development of the CIP in late May/early June annually. The Division team then reviews all drafted objectives and strategies to ensure they are tied to the District Goals and are in compliance with all required planning elements and use of funds, along with best practices during the July/August timeframe and provides constructive feedback. The Department of School Leadership also reviews the drafted problem statements, root causes, performance objectives and strategies to give qualitative feedback to campus leadership on the plan. These efforts are coordinated to ensure congruence. The Board of Trustees approves the Performance Objectives and the campus works to effectively implement and monitor the plan.

Accountability and Assessment and the Department of School Leadership, monitor the progress of the campus through formative and summative reviews of data and completion of the action steps designated by the campus throughout the year. Quarterly formative reviews are conducted for all campuses, with additional communication and support for Title I Schoolwide campuses and any designated IR, Focus, Priority or PEG campuses. Periodic meetings are conducted with Title I Schoolwide Campus Liaisons to assess progress and support use of resources to achieve growth in performance. Additionally, one-on-one meetings are conducted by the Chief Academic Officer, Director of State and Federal Programs and Assistant Superintendent to dialogue with the principal on the use of the campuses resources and the interim assessment data to assess and support progress toward the Performance Objectives.

Examples of monitoring, supporting and adjusting activities include:

- | | |
|----|--|
| 1. | Ongoing analysis and monitoring of data from assessment tools such as Ren360, district-created learning progressions, district formative assessments, campus learning assessments, discipline data, attendance data, surveys, classroom walkthrough data, etc. |
| 2. | Presentations and discussions regarding patterns/trends in the formative data |
| 3. | Professional development focused on the specific needs of the campus, such as sheltered instructional strategies, content area training, Balanced Literacy, etc. |
| 4. | Vetting and providing instructional resources necessary to fulfill high yield student engagement strategies |
| 5. | Modeling and coaching instructional best practices for student engagement to improve Tier 1 |
| 6. | Development of curriculum and coaching on Tier 2 and 3 intervention support |
| 7. | Ongoing development of teacher leaders and coaches |

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 079-907	Amendment # (for amendments only):
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Statutory Requirement 1c: Describe how the applicant will use a rigorous review process to recruit, screen, select, and evaluate any external partners with whom the applicant will partner. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In Fort Bend ISD, the Purchasing Department, in collaboration with Teaching and Learning Division, launches a Request For Purchase(RFP) on a cycle to ensure that a consistent and relevant list of external providers is available to service District needs related to consulting services and instructional materials. Prior to the launch of the RFP a scope of services is drafted to align with Fort Bend ISD instructional priorities. Once the RFP closes, each external partner is reviewed using a consistent rubric to measure:

- Alignment to Fort Bend ISD Instructional Priority & District Goals – extent to which the external provider shows capacity to support identified priorities/goals.
- Quality of the External Providers offerings (professional learning, consulting services, or resources)
 - Ability to customize services
 - Research Based
 - References to support previous successful scope and scale of work
 - Specific to Consulting Services – prioritizes a capacity building model and includes job embedded options
- Cost Effectiveness – cost analysis to ensure reasonable pricing
- Other Purchasing Requirements – includes insurance and financial information

During the review process a rubric aligned to RFP parameters is used to evaluate providers and select the highest quality applicants. Next, a list of approved providers is generated, contracts are procured, and any planned expenditures over \$50,000 are taken to the Board for approval.

All departments in Teaching and Learning collaborate in the evaluation process to ensure quality, maintain structures for purchase, and ensure proper training and inventory procedures are adhered to for purchases. First, the Instructional Resources Department working in collaboration with Curriculum and Instruction evaluates all instructional material products in an effort to maintain a list of instructional resources for each content area that are approved for purchase. This list categorizes materials that are District provided and those that are available for purchase by campuses. This list identifies the content area and recommended use within Tier 1, 2, and/or 3 instruction. Additionally a list of recommended intervention and enrichment resources are provided.

Next, the Teacher Development Department determines which consulting service partners will advance key instructional priorities in conjunction with Multilingual and Curriculum and Instruction. Fort Bend ISD's philosophy on consulting services is aligned to the Learning Forward Professional Learning Standards. Internal expertise should be prioritized as service provider prior to utilizing an external partner. If it is determined that an external partner is needed, a timeline and scope of services is established in order to allow for professional learning to develop internal capacity for long term sustainability. Most large scale professional learning is planned over 3 – 5 years to ensure we shift from initiation, to implementation and eventually institutionalization of practice. Teaching and Learning determines a project coordinator to ensure that consulting services are delivered aligned to agreed upon learning intentions and establishes evaluation criteria for intermittent feedback sessions with the provider to ensure that consulting services further the District's instructional priorities and result in increased capacity within Fort Bend ISD.

On occasion an individual campus will request either instructional materials or independent consulting services. While these purchases may be less than \$50,000 and not call for an RFP, an internal review process aligned to the rubric used in the RFP process is in place to ensure that both instructional materials and consulting service providers used across Fort Bend ISD align to the instructional priorities and support high quality instruction, intervention, and enrichment.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 079-907 Amendment # (for amendments only):

Statutory Requirement 1d: Describe how the applicant will align other federal, state, and local resources to carry out the activities supported with funds received under this subsection. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Fort Bend ISD has made a substantial commitment to laying a solid literacy foundation within the Willowridge High School feeder pattern by prioritizing the development of student literacy skills for early childhood/preschool, Pre-K, kindergarten, and first grade through the Early Literacy Center. Fort Bend ISD will implement the model at the start of the 2018-19 academic year and expand the program in years to follow.

The proposed ELC plan has been vetted with stakeholders and has been Board approved, including staffing. The District is coordinating federal, state and local funding to support all approved positions. This grant will provide supplemental support to state/federal funds in order to ensure high quality services for students and families. The Early Literacy Center is being established as its own school (158)—a request has been submitted for a new campus ID number through AskTed and the School Improvement Division at TEA.

Anticipated Staffing—ELC 210 days; EIA 238 days

ELC Administrative Positions	Instructional Support Position	Instructional Support Position	Instructional Support Position	Administrative Support Position
Instructional Officer – Early Literacy Center	Instructional Coach – Literacy	Literacy Intervention Teacher	Pre - Kindergarten Teacher 9 General; 2 Bilingual	Counselor – LPC Certified
Dean – Early Literacy Center	Instructional Coach – Math/ Science	Bilingual Literacy Intervention Teacher	Kindergarten Teacher 12 general; 8 Bilingual	Campus Compliance Coordinator (CCC)
Supervisor–Pre – K (current position)	Instructional Coach – SPED (PK – 1)	Teacher Dyslexia	1 st Grade Teacher 16 General; 6 Bilingual	Nurse
	Digital Media Specialist (library)	Math Interventionist	Fine Arts – Music Outclass Teacher	Nurse Aide
EIA Administrative Positions		ESL Support Teacher	Fine Arts – Art Outclass Teacher	Counselor/CCC Clerk
Supervisor – RISE School		Facilitator, PBIS/RD	STEM Outclass Teacher	Executive Assistant
BCBA (2)		Playworks Coach	PE Teacher	Registrar
Speech & Language Pathologist (1)		Speech & Language Pathologist (1)	Special Education Teachers	Library Aide
Occupational Therapist (1)		Parent Engagement Team (6 identified teachers)	ABL Teacher	Social Worker
Special Education Teachers (4)			Team Leader	Parent Educator
Special Education Paraprofessional (10)				Instructional Paraprofessionals (3)
				Special Education Paraprofessionals (4)

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 079-907	Amendment # (for amendments only):
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Statutory Requirement 1e: Describe how the applicant will modify, as appropriate, practices and policies to provide operational flexibility that enables full and effective implementation of the plans. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Fort Bend ISD has been designated a District of Innovation. As part of the local innovation plan, the District has been permitted to adjust the instructional calendar and school start date to allow for increased instructional time for students starting in the 2018-2019 academic calendar. By eliminating the calendar restrictions imposed by §§25.0811 and 25.0812, the District will improve student learning by providing flexibility to balance the days between the first and second semesters of school. With more balanced semesters in place, teachers will have a supportive climate to pace instruction and more adequate time for students who take a course in either the fall or spring semester. The ability for students to begin the school year earlier would allow the District to offer transition grades, including Pre-K and kindergarten, an earlier start time for an orientation designed to help the students acclimate, socially and emotionally, to their new campus environments. This reinforces the District's goal of establishing an active learning community. Additionally, the flexibility of the start and end dates of instruction would assist in attaining the District's goal of student success by developing staff and providing effective teachers who inspire learning. Flexibility in the calendar allows professional development days to be distributed throughout the school year, rather than grouped together at the beginning or end of the school year. This flexibility also allows for the possibility of teacher workdays near the end of each grading period. This work day could be utilized by staff for tasks such as finalizing grades, analyzing class data, completing report cards, conferencing with parents, and planning for improvements in teaching and learning.

The Early Literacy Center would utilize the innovative calendar, specifically with training and acclimating new staff to prepare implementation. Because of the flexibility of the instructional calendar, the early stages of implementation will be in place and ready to launch at the start of the 2018-2019 academic year. Along with the calendar flexibility, a key consideration in the design phase was that ELC leaders be empowered with a degree of operational flexibility at the campus-level in order to ensure that student needs are met.

The campus leadership and the implementation team will work collaboratively to:

- **Hire Staff**
Establish a profile of a staff member. Identify key leadership roles. Engage in a rigorous interview process. Identify campus based leadership teams, PLC assignments, and establish team teaching models. 2 teacher to 24 students in K and 1; Teacher and aide in PK classrooms
- **Develop the Master Schedule**
Establish a master schedule that prioritizes student learning and includes research based innovations that support student success. This may require an adjusted school calendar or school day to ensure student academic, socio-emotional, and health/well being needs are met.
- **Afford Extended Learning Time**
Allow for flexibility in the assigned learning time for content to be determined by formative data review. Include consistent and job embedded learning opportunities for ELC staff and teachers. An extended school year calendar has been approved at 238 for the EIA and 210 day for the ELC.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 079-907

Amendment # (for amendments only):

Statutory Requirement 2: Describe how the plan will incorporate one or more evidence-based strategies during the implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Fort Bend ISD believes that effective teachers impact positive student outcomes. The Early Literacy Center will leverage these research based strategies to promote capacity building in educators so that they are equipped to meet the needs of students.

The following evidence based strategies have been identified as critical to student success.

- **Job Embedded Professional Learning** – instructional coaches, campus leaders, and teachers will engage in the coaching cycle. The Teaching Learning Alliance will partner with the campus to outline a year long approach to promote understanding of best practices in literacy instruction and to ensure a focus on language development across content areas. Learning cycles will allow for lesson design, collaboration, and a feedback cycle focused on teacher identified needs.
- **Research Based Instructional Models** – instructional models are defined in the written curriculum and identified based on research to align to how students best learn content. Below are the instructional models for math and literacy:
 - Balanced Literacy
 - Guided Math

These models provide opportunities for students to be supported via small group instruction, scaffolded learning experiences, and conferencing which promotes a positive feedback cycle related to key learning intentions. Additionally, teachers will engage students via the following models:

 - Co – Teach – allows for two certified teachers within Kindergarten and First Grade to provide student support and engage learners
 - Blended Learning – provides for purposeful technology integration and develops technology literate students
- **Professional Learning Communities** – collaboration is essential to the success of teachers and students at the Early Literacy Center. PLC's will engage in professional learning, guided observations, lesson design, formative data review, and planning instructional supports to promote students success.
- **Collaborative Communities** – effect positive student outcomes through a comprehensive approach to community and family engagement around literacy strategies that promote the school to home connection to benefit students and younger children at home.

The identified strategies prioritize development of teachers and leaders to ensure student success.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 079-907

Amendment # (for amendments only):

TEA Program Requirement 1a: Identify which of the following transformation models the grant intends to support. Only one option may be selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Partnership Implementation

P2 Partnership

IMO Partnership

New School Implementation

Reset

Fresh-Start

Transformation Implementation

Talent Transformation Model

Redesign

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 079-907

Amendment # (for amendments only):

TEA Program Requirement 1b: Describe the school transformation plan, including but not limited to, how the transformation will improve student outcomes, as well as how the applicant will apply lessons learned throughout the LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Fort Bend ISD will employ the school reset model to facilitate a school transformation plan that results in improved student outcomes. The Early Literacy Center will open as a new campus for the 2018 – 19 school year. The launch of this campus provides an opportunity to:

- **Hire new staff; School Culture and Climate** – leaders will identify high quality teachers, leaders, and support staff to promote the development of foundational literacy skills in all students. New staff will focus on development of a positive school culture and climate which embraces a growth mindset for all students.
- **Develop a community engagement strategy** – establish community partners who will collaborate via a Family Literacy Council to ensure students and families have the support needed to promote student academic success and health/well being
- **Establish systemic family literacy supports** – design a comprehensive family engagement strategy that includes training, resources, and family literacy events
- **Prioritize extended learning time for students and staff** – allow for flexibility in the master schedule and school day to provide extended learning for students. Ensure that staff have extended and consistent time for planning and professional learning
- **Implement innovative programming** – provide students innovative learning experiences through action based learning lab, coding and robotics, and blended learning to ensure student engagement and enrichment

Central office leaders will collaborate with campus based leaders in monthly progress monitoring meetings to identify areas of success, student/staff needs, and develop a plan to support continued growth and development. Protocols for feedback, celebrations, and addressing identified needs will be in place to ensure teacher/staff voice and engagement in identified changes.

Expected ELC outcomes:

- **Improved Student Achievement**
The ELC will provide opportunities to our most at risk students to achieve success as learners. Students will be provided necessary supports, intervention, and enrichment to ensure that they meet grade level expectations in literacy and numeracy. Student growth will be prioritized and celebrated.
- **Family Engagement**
The ELC will promote positive family engagement for enrolled students and future students. Family engagement will offer opportunities to learn how to support literacy skill development and to collaborate with educators to ensure health and well being of students is prioritized.
- **Teacher & Organizational Capacity**
The ELC will support teacher growth and development through a comprehensive job embedded professional learning cycle. Identified teachers will develop lab classrooms where other teachers can engage in guided observations to identify high quality instruction and set priorities for growth and development.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 079-907

Amendment # (for amendments only):

TEA Program Requirement 2: Describe how the grant aligns to and accelerates the broader strategy and theory of action of the LEA. If an applicant LEA cannot identify its theory of action, describe how the LEA has selected or will select a theory of action among the Lone Star Governance models (see p. 31 of the [Lone Star Governance Participant Manual](#)). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Fort Bend ISD's theory of action is managed curriculum and is outlined in Board policy EA Local. Managed Curriculum is complemented by a comprehensive system to develop leadership throughout the organization. Managed curriculum aligns what is written, taught, and tested, and requires adequate resources, systematic monitoring, and highly qualified teachers.

The chart below details policy and district supports.

Key Attributes (detailed in policy)	District Level Supports
Common performance standards and student-centered assessments that are applied to all students and all schools;	The written curriculum identifies priority standards and corresponding learning progressions to support student centered assessment. Open ended learning assessments are given twice per year to monitor student understanding and growth related to identified progressions and to permit teachers to intervene at the earliest stages possible in the thinking and learning process.
Deep commitment to an equitable learning environment with a proven instructional model and curricular approach	Each core content area has a research based instructional model and is articulated within the written curriculum with instructional resources to support implementation
District systems that are aligned with equity and consistency;	District systems allow for ongoing support, professional learning, and collaboration with school leaders to ensure the instructional program is implemented consistently and equitably
District guidance and support of innovative teaching strategies that integrate technology;	ELC teachers and students will have access in each classroom to iPads in order to promote blended learning and technology integration
Commitment to leadership development in a collaborative culture of learning; and	Leaders and teachers at the ELC will engage in ongoing learning to support their assigned roles and to allow for cross campus collaboration

Fort Bend ISD articulates a managed curriculum through defining the "what" and "how" of instruction. "What" refers to the TEKS and identified instructional model. Instruction must include alignment in these areas. "How" refers to lesson design, instructional strategies, and student learning experiences. In Fort Bend ISD effective teachers are empowered to design student centered learning experiences that promote student success, engagement and ownership of their learning.

ELC teachers will be supported to ensure high quality implementation of the written curriculum through a comprehensive job embedded professional learning cycle delivered in collaboration with campus instructional coaches.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 079-907

Amendment # (for amendments only):

TEA Program Requirement 3: Explain how high-level district and community stakeholders were educated about the selected school transformation strategy, including a description of stakeholders engaged in and supporting the school transformation strategy. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Fort Bend ISD utilized the following Change Management Approach:

1. **Change Impact Analysis:** Process focused on defining the current state with campus staff, administration, community, transportation and student structure/feeder patterns and comparing this with the proposed future state to identify gaps.
2. **Stakeholder Analysis:** Used to identify stakeholders and their level of impact. Stakeholders is defined by anyone who is impacted by the change, needs to know about the change or communicate the change.
3. **Project Communication Plan:** A strategic, multi-level phased approach to communication around the change to staff, district employees and impacted families.
4. **District Communication Plan:** A high-level communication strategy focused on informing the District and community about this change.
5. **Project Resources:** Tools and resources provided to leaders, staff and community members to help them understand the change, personal impact and future state.

The proposed implementation process included the following high-level steps:

- **Step 1:** Based on the change impact analysis, compare the current and future state to identify the type and level of impact to all stakeholders.
- **Step 2:** Create the notification and communication plans for impacted stakeholders. Plans will include timelines and resources provided to impacted stakeholders.
- **Step 3:** Socialize the notification and communication approach with District executive team for feedback and adjustments.
- **Step 4:** Execute the notification and communication timelines.
- **Step 5:** Gain feedback from stakeholders on the change and continue to create/implement communication plans as needed for this change

Timeline of Stakeholder interactions to date:

Date	Audience	Presenter
March 19	BRE, RGE, RME, BGE Elementary Principals	DSL and HR
March 20	Selected Community Leaders in WHS Feeder	Superintendent, DSL and Academic Affairs
March 20	Staff at each impacted school- RME, BGE, BRE, RGE	DSL and Academic Affairs
March 22	CBLT at RME, RGE, BRE, BGE	DSL and Academic Affairs
March 22	Update given to the Facilities Steering Committee	Superintendent
March 26	Board of Trustee meeting (informational)	DSL and Academic Affairs
March 27	All Principals	Superintendent
March 27, 28, 29	Individual campus meetings with DSL and HR present to meet with campus in more detail	DSL, Academic Affairs and HR at each campus
1 st week in April	WHS feeder Community Meeting	DSL, Staff and Strategic Planning
April 9	Board of Trustee meeting (approval)	DSL and Academic Affairs

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 079-907

Amendment # (for amendments only):

TEA Program Requirement 4: Describe how the selected school transformation strategy would be managed or supported, including which offices and LEA and/or district positions will oversee the effort and why they are particularly qualified for such a task. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Academic Affaris division will provide program oversight and guidance for the Early Literacy Center. Program oversight including grant coordination will be supported by the Chief Academic Officer who will supervise the Instructional Officer in an effort to align instructional and operational support for the success of the Early Literacy Center. The Chief Academic Officer will conduct periodic campus visits to support the growth and development of campus administrators. Additionally, the Chief Academic Officer will collaborate with our Strategic Planning Division to ensure appropriate grant requirements are met and the financial accounting is in place.

Leadership supports and project management will be provided by the Executive Director of Special Education and the Executive Director of Teaching and Learning to ensure a focus on the Early Intervention Academy programs and the implementation of the Balanced Literacy instructional framework. The Special Education Division will collaborate with campus leaders to support inclusive practices and promote the co-teach model. Teaching and Learning will provide programmatic support for Bilingual ESL programs, instructional resources, and curriculum implementation. Both leaders will collaborate to implement monthly campus support team instructional walk throughs designed to establish a common language related to instruction and to engage in a protocol for feedback.

Professional learning for leaders and teachers will be supported through a collaborative effort from the Leadership Experience Department and Teacher Development. Teacher Development will provide training and support to promote the implementation of the instructional coaching model while deepening understanding of literacy instruction. Leadership Experience will engage campus leaders in a year long mentorship program designed to develop their capacity.

The Accountability and Assessment Division will engage identified campus leaders in the development of a campus improvement plan, establish monitoring protocols, and support the appropriate use of Title funding to improve student outcomes.

The Transformational Learning Division will support campus based programming including Pre- Kindergarten, Gifted and Talented and including campus based enriched learning opportunities. FBIS

Identified leaders have proven experiences related to supporting campus administration, instructional program implementation, and teacher development to increase student outcomes. Certifications include: Principal, Supervisor, Superintendent, SPED, Content Specific Certifications

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 079-907 Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 079-907 Amendment number (for amendments only):

No Barriers

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#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 079-907

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments	Students	Teachers	Others
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teac hers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teac hers	Others
K01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teac hers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teac hers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Collaborate with organizations with teacher preparation programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	align="center"> <input type="checkbox"/>	align="center"> <input type="checkbox"/>	align="center"> <input type="checkbox"/>
	Other strategy			
Z99	Other barrier	align="center"> <input type="checkbox"/>	align="center"> <input type="checkbox"/>	align="center"> <input type="checkbox"/>
	Other strategy			
Z99	Other barrier	align="center"> <input type="checkbox"/>	align="center"> <input type="checkbox"/>	align="center"> <input type="checkbox"/>
	Other strategy			
Z99	Other barrier	align="center"> <input type="checkbox"/>	align="center"> <input type="checkbox"/>	align="center"> <input type="checkbox"/>
	Other strategy			
Z99	Other barrier	align="center"> <input type="checkbox"/>	align="center"> <input type="checkbox"/>	align="center"> <input type="checkbox"/>
	Other strategy			
Z99	Other barrier	align="center"> <input type="checkbox"/>	align="center"> <input type="checkbox"/>	align="center"> <input type="checkbox"/>
	Other strategy			
Z99	Other barrier	align="center"> <input type="checkbox"/>	align="center"> <input type="checkbox"/>	align="center"> <input type="checkbox"/>
	Other strategy			
Z99	Other barrier	align="center"> <input type="checkbox"/>	align="center"> <input type="checkbox"/>	align="center"> <input type="checkbox"/>
	Other strategy			
Z99	Other barrier	align="center"> <input type="checkbox"/>	align="center"> <input type="checkbox"/>	align="center"> <input type="checkbox"/>
	Other strategy			
Z99	Other barrier	align="center"> <input type="checkbox"/>	align="center"> <input type="checkbox"/>	align="center"> <input type="checkbox"/>
	Other strategy			

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